The Association of History Teachers of the Middle States and Maryland

Proceedings of the Meetings held in Nineteen Hundred Sixteen at New York and Baltimore

NUMBER 14

PRICE ONE DOLLAR

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* The Address by Professor Moon has appeared in the *History Teachers Magazine* for March, 1917, to which readers are referred for a most clear and definite statement of the laboratory methods pursued at Columbia University.

SUMMARY OF THE MEETINGS

THE FOURTEENTH ANNUAL SPRING MEETING AT NEW YORK CITY AS THE GUESTS OF COLUMBIA UNIVERSITY, APRIL 28-29, 1916.

FRIDAY AFTERNOON, at 3 o'clock.

Milbank Chapel, Teachers College

Address of Welcome — Dean F. J. E. WOODBRIDGE.

Response — Professor JOHN M. VINCENT of Johns Hopkins University, President of the Association.

What Profits Result from the Study of History?

Answers from Various Points of View:

From that of the Recent Graduate, Based on the Results of a Questionnaire, PROFESSOR JOHN H. LOGAN of Rutgers College.

From that of Transportation, MR. RICHARD WARREN BARRETT of the Lehigh Valley Railroad.

From that of Commerce, MR. LINCOLN CROMWELL of Wm. Iselin and Company.

From that of Journalism, MR. R. J. DAVIS of the New York *Evening Post.*

General Discussion under the three-minute rule.

FRIDAY EVENING, APRIL 28, at 6 o'clock.

A Subscription Dinner, followed by an informal Social Evening.

SATURDAY MORNING, APRIL 29, at 9:30 o'clock.

Milbank Chapel, Teachers College.

A Fuller Recognition of Latin-America in History Teaching.

Addresses by:

PROFESSOR OSGOOD HARDY of Yale University.

PROFESSOR WILLIAM R. SHEPHERD of Columbia University.

Discussion led by MR. EARL STANLEY HARRISON of the Commercial High School.

SATURDAY MORNING, at 11:30 o'clock.

Milbank Chapel, Teachers College.

Annual Business Meeting of the Association.

SATURDAY NOON

Buffet Luncheon tendered to the Members of the Association by Columbia University.

Local Committee:

HENRY JOHNSON, Teachers College.

WM. FAIRLEY, Commercial High School.

JOINT MEETING WITH THE ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE MIDDLE STATES AND MARYLAND, AND OTHER ASSOCIATIONS, AS GUESTS OF GOUCHER COLLEGE AND JOHNS HOPKINS UNIVERSITY, BALTIMORE, MD., DECEMBER 1 AND 2, 1916.

SATURDAY MORNING, DECEMBER 2, at 9 o'clock.

Meeting of the Council of the Association.

SATURDAY MORNING, at 10 o'clock.

Johns Hopkins University, Homewood.

President JESSIE C. EVANS, presiding.

Topic:

"The Teaching of Current History, Civics and Economics."

(a) Methods of Using Periodicals in the Classroom.

(b) The Place of Current Topics in the Program.

Speakers:

PARKER THOMAS MOON, Columbia University, New York.

ARTHUR M. WOLFSON, Principal, Julia Richman High School, New York.

Discussion led by:

KATHERINE GALLAGHER, Goucher College, Baltimore, Md.

G. E. BOYNTON, Erasmus Hall High School, Brooklyn, N. Y.

SATURDAY NOON

Subscription Luncheon at Homewood.

Local Committee:

ELEANOR L. LORD, Chairman, Goucher College.

HERBERT PICKETT, Gilman County School for Boys.

JOHN LATANE, Johns Hopkins University.

R. V. D. MAGOFFIN, Johns Hopkins University.

SARAH E. RICHMOND, Maryland State Normal School

LAURA J. CAIRNES, Western High School for Girls.

WHAT PROFIT RESULTS FROM THE STUDY OF HISTORY?

The Answer from the Point of View of the Recent Graduate, Based on the Results of a Questionnaire Sent to Recent Graduates of Eastern Colleges and Universities.

By Professor John H. Logan
Of Rutgers College

As to the questionnaire — The following were the questions on the paper: 1. Year of graduation. 2. Small or large college *(name of college need not be given)*. 3. Courses in history, with number of hours of each: (a) prescribed (b) elective. 4. Brief description of the scope of each. 5. Method of instruction. 6. What use, direct and indirect, have you made of this training? 7. Would you object to taking the prescribed courses and would you elect history if you should take your college course again? Why? How much of the success or failure of your history courses do you attribute to the instructors? 9. What would you recommend for the betterment of history teaching in college?

A circular letter was sent with each paper, as also, of course, the necessary self-addressed and stamped envelope. The letter tried to make it very clear that the sole object of the investigation was to get the view-point of the graduate as to the value of history teaching in the college and not to get information on or criticism of this instructor or that college. This was also the purpose of question 2, and a very small percent of the answers contained the name of college or that of the person sending the answers. I should have been better satisfied if I had numbered the papers and the names of those to whom they were sent, so as to have been able to trace them in some cases (perhaps merely through curiosity) and to follow with a second letter those not answering, for it seems to me that the value of such investigations depends largely upon the percentage of answers. I would rather have answers from forty out of fifty than from five hundred out of a thousand, the distribution being the same in each case. In this case eight hundred papers were sent out and three hundred and fifty-seven responses received. A considerable number showed real interest in the investigation, several writing letters

of some length in explanation of their attitude and others asking to be informed of the results.

There are limitations to the value of investigations of this nature even when conducted under ideal conditions. Many of the answers are stereotyped and valueless so far as specific information is concerned. For example, in giving their opinion as to the value of the study of history the same time-honored phrases, such as "fine for general culture," "good as memory training," etc., occur over and over. It seems probable from certain results that the names on some of the lists of graduates were of those who already had a liking for history before taking up college work, although in applying for the names it was suggested that this be avoided so far as possible. Furthermore, it is important to take into consideration the extraordinary times which no doubt accentuate the appreciation of those who had good courses in history while in college. The great war has served to assemble the fruits of former study, which might not, except for it, be recalled so readily at the present time. This consideration appears in the answers of a few who graduated as far back as the late Eighties and early Nineties.

Coming to the questions, one to five were put in primarily for my own information. They had the specific purpose —especially 3, 4, and 5 — of satisfying my curiosity as to the impression which the different courses made upon students. For the most part a faithful attempt was made to answer, a considerable number going into detail, although very many stated frankly that they had forgotten and not a few referred to the catalogs of the institutions from which they graduated.

In answering question 6, almost without exception warm appreciation of professors and instructors was expressed, many naming those who had made large contributions to the success of their courses. I was surprised to see how many feel grateful to instructors and assistants who did more for them than professors. But of the three hundred fifty-seven answers only *three* were severely critical of instructors.

In commenting upon answers to question 7, it will perhaps be sufficient to state that over ninety-five percent declared that they would not object to taking the prescribed courses if they had to go to college again — that is, ninety-five percent of those who had taken prescribed work; ninety-seven percent of the whole said, many in very emphatic terms, that they would elect

history and forty-three percent that they would elect *more.* Here are a few samples of answers to the second part of the question: "By all means, and decidedly more history," (from a man who graduated from a small college in 1913); "Would take the Ancient and present day histories gladly," (small college 1914); "Yes, would elect it; consider it more valuable than any other course," (large college 1909 — now doing graduate work in Chemistry); "I would elect all the history possible. It interested me and the general information gained is the most valuable to a man's general culture of any subject," (large college 1908); "Yes, because it has proved of more help to me than any other course that I took up," (small Western College — now doing graduate work in English); "I would elect history again and should also prefer more political history of United States, England, and Western Europe, also some light on Chinese and Japanese history," (small college 1913). As stated, *nearly all* write in a similar way and I confess that I was much surprised at this result. The longer they have been out of college the more enthusiastic they are in most cases.

Questions 6 and 7 (many combined the two, in answering): Only three declared emphatically that the training had been of *no* use to them. Very few — about eight percent — could specify *direct* use made of it, the remainder — over ninety percent — stating that the use made of it was indirect. Many of the expressions are too indirect for use in a paper and yet taken cumulatively I consider them of importance and on the whole satisfactory because they show that, in the opinion of recent graduates, history work in college belongs among the large contributors to their permanent make-up whether they know exactly how or not. English and American history are the subjects most generally appreciated, though it is pleasing to see that Mediaeval and Modern, and even Ancient history, more praised by many.

The most common statements on the value of the subject are in such phrases as these taken from the papers: "Indipensable background for all social sciences;" "Aid in understanding present issues in Europe, but also in America;" "Teaches us to study the psychology of men and nations;" "Vigorous mental training;" "develops perspective and powers of analysis" (from a lawyer); "develops comparative and philosophical qualities of mind;" "A proper understanding of a political system, a judgment of its value, necessitates a knowledge of the people who have adopted it. By acquiring such a knowledge, not of a single

race, but of different peoples, a discernment of those great underlying principles which have moved the world, results to the betterment of the Citizen and the State" (from a lawyer; "It increases love and respect towards great nations and forces us to face the issues here with a clearer vision;" "entered publishing house and knowledge has been of great commercial value — infinite value in all matters of points of view;" "great value in that it has taught method of finding and using references — not in historical fields alone, but for every purpose;" "I most certainly should not object — I should probably take more courses;" and (from a letter from the same person, who graduates from a small college 1911) "that there may be no question about the true force of my answer to 7, — my bent lies towards scientific studies. I am now doing graduate work with a view to teaching Mathematics; and yet I unhesitatingly assure you" — that the history work has been of great importance in my education; "I can speak with feeling concerning history, for the little I studied has always been invaluable to me and a source of inspiration in many directions;" "I should elect history because I feel that the broadest foundation for all knowledge comes from this study, which is the most comprehensive of all. I consider it the most fitting preparation for future study, pleasures, and for understanding of the world to-day;" (Hunter College 1915); "it cures a man of both naive confidence in the persistence of the existing order and of faith in the efficacy of political nostrums."

In giving these extracts, I am not sure that I have selected the best. The variety is very great. Judging from the considerable number of experiences related here the study of history in College does one thing if no more: it makes one sure of some things even if he forgets the particular things he learned, and it makes one severely critical of opinions, of things of which he is not sure.

Space permits only very brief remarks on question 9. On the whole most of the answers are too general in character to be of much use, though anyone interested in the subject would find them well worth reading, I imagine. Among the things recommended most generally are: *less* and *better* reading, and stricter accountability for required reading, more frequent conferences with instructors, regular written recitations, more emphasis on history as basis of citizenship, more attention to relation of past with present, better pay to teachers, and fewer class hours for teachers.

WHAT PROFIT RESULTS FROM THE STUDY OF HISTORY?

The Answer from the Point of View of Transportation.

By Mr. Richard Warren Barrett
Of the Lehigh Valley Railroad

The subject matter of this paper at first seemed fanciful, rather than practical, and when I suggested its preparation to one or two transportation officials it was remarked that it seemed to be a rather far-fetched proposition to undertake to prove that history in general was of any essential value from a practical standpoint to those interested in transportation. If the subject had after thoughtful consideration appeared to me to be fanciful or far-fetched and not to contain anything of the practical, I would certainly say so and would address myself to demonstrating the futility of the study of history from the standpoint of transportation. I have, however, found the contrary to be true.

I have two propositions to present this afternoon; one, that transportation officers and employes in the United States are by force of necessity interpreters and expounders of statutes and orders and rules and regulations *ad infinitum*, and second, that in this capacity of interpreters and expounders, the political, economic and commercial history of the country plays, either consciously or unconsciously, a most important part.

It is, of course, evident that the legal departments of railroad companies are called upon to interpret more of the laws and orders of the various commissions than any other department. It must, however, be evident that transportation is efficient insofar as it is prompt and dependable, and it is, therefore, manifestly impossible for the operating, traffic and financial departments of railroads to refer all the questions of interpretation of laws and orders to which they are subjected to their respective legal departments. The Interstate Commerce Act was passed by Congress in 1887 and has been supplemented and amended many times since then. One of the bureaus established by the Commission under the Act is known as the Bureau of Boiler Inspection. This bureau has charge of the inspection of locomotives. Inspectors are empowered to inspect railroad locomotives at any time and at any place and to order a locomotive taken from service

if it is found to be in a dangerous condition. Two of the Commission's inspectors a few months ago approached a locomotive which was standing on the tracks of an eastern carrier at one of its stations, attached to a passenger train. The train was ready to move. The engineer was ordered by the Government inspectors to detach his locomotive from the train and move it to a proper place for repairs, on the ground that it was dangerous. The locomotive had been inspected by two of the transportation company's inspectors and they had decided that it was not dangerous. The point is that someone had to make a decision. There was no lawyer on hand to consult. A train load of passengers was waiting and it was necessary to decide what to do.

Congress has also provided a statute which is enforced by the Interstate Commerce Commission, known as the Safety Appliance Act, covering the use of air brakes, automatic couplers, and other features of car construction and equipment intended by Congress to provide for the safety of passengers and employes. Violations of the act and of the orders of the Commission in reference thereto are punishable by severe penalties and fines. If the coupler of a car becomes defective twenty miles from a terminal, to continue to move this car in the train, except to the nearest available point for repairs, is unlawful. The conductor of the train or the train dispatcher must for the time become the interpreter of the laws and orders and regulations in reference to safety appliances as far as they apply to that particular train.

Congress also passed an act known as the Hours of Service Act. This act is also enforced by the Interstate Commerce Commission. It provides that train employes, including engineers, conductors and trainmen, may be employed only a certain number of hours without adequate rest. It also provides that dispatchers, operators and other employes having to do with the movement of trains may be employed only for a certain number of hours without rest. The act then provides that it shall not apply "in any case of casualty or unavoidable accident or the act of God." Train crews far away from a terminal with a disabled locomotive, a broken rail, a derailed car, are not able to call upon counsel or some high official in order to know whether they have had a casualty, or an unavoidable accident, or are being delayed by an act of God. Somebody must decide. Somebody must interpret the act as it applies to the particular trouble encountered at that time.

What has been said thus far is illustrative of some of the laws and regulations that affect the Operating Departments of railroads. It is also to be noted that the illustrations given are all interstate acts and thus apply equally to carriers no matter in what part of the country they operate. The Operating Departments of railroads are, however, confronted with State commissions and State statutes which are by no means uniform and which in very few instances have been drawn up with the care with which national acts have been drawn. The most burdensome of the State acts are the so-called Full Crew Laws, which at the end of 1913, the last year for which I have statistics, had been passed in twenty-one states. These so-called Full Crew Laws are really *extra crew laws* and provide in general for extra members of a passenger train crew when the train is over three cars in length, and for extra members of a freight train crew when the train is over twenty-five or thirty cars in length. A large number of states have also passed Head Light Laws. These laws in general provide for head lights of certain candle power, and strange to say, different states require different powered head lights for the safety of their inhabitants. And then there are the various Grade Crossing Laws and regulations of all of the states, and they differ in every state in the Union. In some states we can not lay even an additional sidetrack across a highway without securing the consent of a state commission. In others our grade crossings are being eliminated or are about to be eliminated, and the whole matter is in a chaotic condition.

It would seem from the above recital that it has been sufficiently demonstrated that the Operating Department of a railroad is bound hand and foot by laws, rules, regulations and decisions, all of which somebody must interpret.

The Financial Department of a railroad probably came into its inheritance of laws, rules and regulations later than the Operating Department, for the reason that it is characteristic of the American public to strike first at an object it can see. It is easier to see a locomotive with a train on a railroad track, than to see a speculator with an over-issue of bonds in his back office. But the Financial Departments have not escaped. The Interstate Commerce Commission has established a Division of Carriers' Accounts, and the rules and regulations of this Division, effective in 1914 and referred to on page 42 of the Commission's Report for 1915, make a total of ten books or pamphlets of a total of

526 pages. In addition to these general regulations affecting the Financial Departments of railroads, the Auditing Departments are required to furnish hundreds of reports on special subjects and special phases of railroad finances every year. During one year the road I represent furnished to various state and federal commissions over 2,500 separate and distinct reports. From the above it will certainly be conceded that the officers and employes of the Accounting and Financial Departments of the railroads are also, by virtue of their position, the interpreters in the first instance of numerous laws, rules and regulations.

Another distinct department of railroad transportation is that in charge of the traffic. This department solicits traffic and issues all of the tariffs and rate schedules for the movement thereof. In 1909, 184,303 tariffs were filed with the Interstate Commerce Commission; in 1914, 149,301, and in 1915, 149,449. These schedules must all be prepared in accordance with the regulations of the Interstate Commerce Commission therefor, known as Tariff Circular No. 18-A. This circular contains 142 pages of finely printed matter, the index alone covering 31 pages.

The statements made above in reference to the Traffic Departments of the various railroads indicate that the officers and employes of these departments are also actively engaged in the business of interpreting laws, rules, regulations and orders. The members of the Legal Departments of the various railroads are, of course, supposed to have qualified themselves as interpreters of statutes and regulations, and many of the questions of interpretation in reference to operating, financial and traffic matters are referred to the Legal Departments in the first instance. There is, however, abundant evidence that the Legal Departments of the railroads have been busily engaged before the Interstate Commerce Commission itself. The report of the Commission for 1914 shows that 1,081 formal complaints were filed, 1,461 hearings held, and 165,000 pages of testimony taken. In 1915, 964 formal complaints were filed and 1,543 hearings were held, and 200,438 pages of testimony taken.

I have tried in the outline presented to call attention to some of the laws, rules, regulations and orders of Congress and State Legislatures, of federal and state commissions, which hedge about the railroad transportation business of this country, all of which must be interpreted in some manner by the officers of transportation companies. The story of these laws and regulations has

not been told in the spirit of criticism. It is a simple, plain, ever-present fact and has been met and is being met by railroad transportation officials with the desire to make the regulatory system adopted by this country a success.

The second proposition intended to be covered by these remarks is to define how and in what manner the study of history, political, economic and commercial, is of any practical assistance to those who are called upon to interpret the laws and regulations referred to. I submit that, while there may be more, there are three ways in which the study of history is shown to be not only of practical value, but almost indispensable in arriving at a comprehension of transportation as it must be carried on in the United States today. These are as follows:

1. That a certain principle, or law, or regulation in reference to transportation has existed is a reason for its existence at the present time, although in a changed relationship or modified form, especially if it involves an economic adjustment affecting property values.

2. In order to properly interpret laws and regulations and orders affecting and changing an economic status, an accurate knowledge of the original economic status affected, of the evil intended to be remedied, and of the result intended to be attained, is necessary.

3. The mental or psychological effect upon the person or officer interpreting or acting upon the interpretation of a statute or regulation, of a thorough knowledge of the history surrounding the statute or regulation is very important.

Taking the above principles in the order in which they have been outlined, the same method will be applied thereto which was applied in the first part of this paper, viz., that of illustration. In the first place, the statement is made that the fact that a principle or a law or regulation existed and the circumstances of its existence are, in the consideration of the economic questions involved in transportation, reasons for the continued existence of the same principle or law or regulation, although changed somewhat in form, especially when great economic values are effected thereby. The greatest question involved in rail transportation today in the United States is the control and regulation by the Interstate Commerce Commission and the various state commissions of the freight and passenger rates which carriers may charge

for their services. Rate bases have never been satisfactorily defined, for the reason that the basis of each rates lies in its history. If a traffic man were asked why the rate on live cattle from Omaha, Neb., to New York City is 52.9 cents per hundred pounds, can it be supposed that he would answer the question by telling the cost of the stock cars, the care required to transport livestock, the weight of a train of livestock, the kind of a railroad necessary for transporting this commodity? He would probably never mention these items, but he would start with a history of the rate from its very beginning and would show that many years ago great packing houses were located in the Middle West; that they had competitors who had already located in the East; that the rate on livestock had a direct relationship to the rate on fresh meat and packing house products, and to the rates on grain and feed for cattle. He would show that if the rate on livestock were lower in relation to packing house products, all the livestock from the Middle West and Northwest would be shipped East and slaughtered there; that if the rates on livestock in relation to feed therefor were low enough a great deal of livestock would be fattened on the hills of Pennsylvania and New York with feed shipped from the West, and would be slaughtered in the East, instead of at the great packing houses at Chicago and elsewhere. The whole economic history of the rate in question and of the rates on commodities having a direct relation thereto, would be the reason given for the existence of the rate in question.

For further illustration, let us refer to New England and the basis of the rate structure to and from New England points. New England secures her raw materials largely from west of a line through Buffalo, Pittsburgh and Wheeling, and she ships her manufactured products largely to points west of the same line. Rates on raw materials to New England are, generally speaking, only a very little greater than rates on the same materials to New York, and rates on most manufactured products from New England are precisely the same to points west of the line mentioned as rates on manufactured products from New York. What is the reason for this situation? The distance to and from New England points is several hundred miles greater. The reason is the economic history of New England. The same is true of almost every other section of the United States. The interrelationship between rates and economic and commercial history is shown by the opening sentences of the chapter entitled "The

Regional Rate Structures" in Professor McPherson's book on "Railroad Freight Rates." It is as follows:

> "An examination will disclose that the freight rate structure of each section of the country has been determined by its geographical situation, its material resources, its material needs, its physical relation to sources of supply and to markets, its transportation facilities both by rail and by water, and its position in the aggregate of these relations with respect to other sections of the country."

It is, therefore, clear that in the fundamental relationship of transportation companies to the public in reference to the compensation to be paid by the public for the use of transportation facilities, the whole history of the country, both economic and commercial, enters to the fullest extent, and to have any comprehension of the relationship of any particular rate to any particular situation, a history of the economic conditions involved is absolutely necessary.

It is an ancient principle of law that in interpreting an act of Congress or of any legislative body, especially when such an act has been passed for the express purpose of remedying an alleged evil, a history of the circumstances under which the act was passed and reference to what legislators thought the evil which they intended to remedy was, is of great importance in determining the scope of the act and its application to conditions sought to be remedied. Judge Endlich, of Pennsylvania, in his book on "Statutory Interpretation" says in this respect (see Sec. 28):

> "As regards the history or external circumstances which led to the enactment (of the statute), the general rule which is applicable to the construction of all other documents is equally applicable to statutes, viz.,: that the interpreter should so far put himself in the position of those whose words he is interpreting as to be able to see what those words relate too."

The third and most potent, but at the same time most intangible effect of the study of history for the purpose of interpreting economic laws and regulations is the mental or psychological effect upon the interpreter. I have no means of proving this statement, except by referring to personal experience and by making reference to the experience of attorneys and officers whose regular duties are largely confined to this branch of railroad service.

I spoke only a few days ago to an attorney of large experience whose printed briefs before the Interstate Commerce Commission and in the United States courts have always contained a historical statement, in reference to the practical benefit he derived from making a study of the history of every act and regulation he undertook to interpret. After a moment's thought his answer was "Absolute self-confidence. I know where I stand!" I asked the same question of an official of the Interstate Commerce Commission who probably interprets more tariffs than any other person in the United States. His answer was: "The history of the situation makes me feel absolutely certain of my position!" My own experience leads me to believe that such expressions might be secured from many sources.

It is, therefore, clear that the value of history in railroad transportation is not a fiction and is not fanciful. It may be difficult to express, but it nevertheless is a force, and in a country where the whole economic structure has been built upon the basis of bare, naked necessity, rather than precedent, and where this structure is being battered and shaken by new laws and new regulations, an accurate history of the economic necessity which was back of and was most often the moving force of the existing law or practice under attack is of vital importance at every stage of transition or attempted change.

WHAT PROFIT RESULTS FROM THE STUDY OF HISTORY?

The Answer from the Point of View of Commerce.

By Mr. Lincoln Cromwell
Of Wm. Iselin and Company, New York City

If profit is limited in this discussion to money making, then our inquiry is answered at once by the word *none*. Bank accounts are not fattened by a study of history. No merchant can thrive on records of the past. One of the best salesmen I ever met boasted that an older sister had done the only reading of his family. She finished the Bible before she was fifteen and died near the end of the same year. In his mind there was between these facts a relation of cause and effect so obvious that any reading beyond the newspaper was a tempting of Providence. His knowledge of history was the absolute zero. I was present when a fellow salesman offered this Englishman five dollars for each correct answer if he would name the date of the battle of Waterloo, the country in which it was fought, and the name of the British commander. But he flunked completely, answering his tormentor only with what Mark Twain would have called "spiritual advice." If profit lies in the study of history from the viewpoint of commerce it must be a profit not measured in dollars and cents. Some successful merchants have been unable even to read or write. There are said to be some such in New York today. All who have achieved fortunes have had other talents to thank than a knowledge of history.

What is a knowledge of history to the educated man? Nothing is clearer than that it is a different knowledge today from what it was to a scholar of a hundred or even fifty years ago. It is in a constant state of flux. The contemporary record never contains the final judgment, and the native writers rarely agree with their foreign contemporaries about any great event, ancient or modern. Each succeeding generation of historians finds new facts or sees the matter through the different sympathies and prejudices of its time and so they place the blame or credit first on this group and then on that class, reversing previous judgments about men and movements and almost re-writing the history of the age. Suetonius pictured Tiberius as an unspeakable

beast, but Ferrero would have him something of a noble Puritan who was crazed by family troubles and the growing license of the day. It is our fashion to say kind words about most of the old reprobates. Even Lucretia Borgia has her apologist. Some of our own history has recently been revised by the publication of General Upton's "The Military Policy of the United States" in which the American conduct of the Revolution, the War of 1812, and the Mexican War is put in a very different light from the spread eagle story of my school books.

But this does not alter the fact that the generally accepted historical concepts of each age are a necessary part of a man's intellectual being. Right or wrong, history is to each of us the background on which we arrange our thought of the world. It patterns our belief in the past, our understanding of the present, our faith in the future. Without a sense of the reality of history the world about us would be a passing show as filmy as a moving picture on the screen. Those who lead in every walk of life know that today's actions are conditioned by what happened yesterday and in the days before. Modern warfare may have been revolutionized by the battle at Hampton Roads and again by the fall of Antwerp, and yet the tactics of Nelson and the campaigns of Caesar, Napoleon, and Grant remain the basis of instruction at Annapolis and West Point. It is said that 10,000 new statutes and as many court decisions are added to American law each year, but the few which have any real influence on our lives are found to change but slightly those rules of justice which man has been moulding out of his experience from prehistoric times. Moses got them from Hamurabi, the Assyrian, Solon collected them from the Mediterranean world. The Romans codified them for their empire and gave the Justinian code to the modern world as their greatest contribution to our civilization. The U. S. Revised Statutes rest on the whole history of human justice and the sense that they are historic, that they are the result of thousands of years of experience, gives them the sanction by which they are accepted and enforced.

But while the lawyer is looking up precedents, while the naturalist is hunting for fossils for his inspiration, and the sociologist is studying early civilizations, the man of business looks only ahead. He sees the Goddess of Fortune rolling her wheel before him, he never feels her pushing from behind. He has been the world's great pioneer, preceding the soldier and the

missionary into the dark places. Caesar's legions did not invade Gaul and Britain by untrodden paths for the mere pleasure of fighting barbarians, but because Rome needed a sure hold on the cereals and flax which her traders were buying in the Rhone and the Seine valleys, and because she could not find short of modern France and England the iron and lead and tin for her arms and industries. In Rome today you can see pieces of lead pipe dug up from the old streets where it carried water from the aqueducts to the housetops. It was British lead once and the pipe shows the die of the Julian factory in striking proof of the business ability which the first of the Caesars combined with his political power. Those standing letters on the lead pipe show also that if printing had been needed in ancient Rome, it would surely have been invented then and there. Neither Caesar nor Alexander before him were pioneers any more than William the 2nd of Germany today. The soldier has always followed in the track of the trader.

Success comes to the business man through a new thing for the world, a new way to a market, a new scheme for profit. The business man is an opportunist as naturally as the gambler with whom he often has so much in common that no straight line has ever been drawn between them. "Nothing venture nothing have" must be his motto. It is well within the truth that many more men gamble in their business than make a business of gambling. So the business man must be ready to abandon the old, quick to forget the past and to read the future. Perhaps this is the instinctive attitude in other walks of life, but it is the necessary practice in commerce where our methods of today have so little in common with the ways of yesterday.

For all this, the business man's mind is constantly influenced by the history of things whose exact conditions will never return. He is guided by many tendencies — by things unseen as well as seen. His morals are influenced by his own character and by the kind of people he deals with and change quickly both upward and down with the standards of public opinion. His affairs are affected by conditions not only under his eyes in his own business, but quite as much by others out in his trade and in the commerce of the country. Modern commerce has such a delicate nerve system that a drought in Australia promptly sends up the price of wool in Boston, and the failure of a London bank puts the world in a panic. President Wilson belittled a business depression

as mere psychology, as if that were a silly state of mind for hard headed men and something they could dismiss like a bad dream. But the truth is that the business man is a creature of psychology, living always in his hopes and fears, buoyed or depressed by factors he cannot control, losing and winning as he has about him the psychology of failure or success. He looks into the future with the eyes of the present, but he understands with a mind inherited from the past. "Mere psychology" is the business man's hardest problem. It is where he is affected by impressions of history.

One of our prosperous customers was asked what he though necessary to getting along in business. He was a keen Russian, a Jew by sincere religion but Slavic rather than a son of Benjamin in his thick set, square shouldered frame, his broad face and short neck; one of the thousands who came here without knowledge of our laws or language, without money or influence to get a start, but with the will that finds a way. Education beyond the merest rudiments was prohibited to Jewish children in Russia, and his father had risked Siberia by having his children tutored at night behind closed blinds. A people with that spirit will not be kept down, even in Russia. When this New York merchant from Vilna realized that he was being asked about something more than the size of his order, he first pressed his lips tight together as if to hold back any careless answer. Then rocking his round head on one shoulder and arching his black brows till they stood over his eyes like little croquet wickets in action, he regarded me for awhile with a Josh-like expression which left doubt whether he was looking outward at me or back into his head for the answer. "To succeed from the bottom," said he, "a man must work *very* hard, must be honest with everybody, must have the blessing of God, and *of course* must have good luck." Most of us would consider the blessing of God a sufficient guarantee. It would safely cover our need of good luck. But he held as mere good luck the business opportunities which come to people through others, as when a boy starts with a prospering house, or a man's just liking you and giving business to you instead of to another, or the chance meetings to which most of us can trace the important currents of our lives. Superstitution was blended with rigid piety in this trader's mind. He thanked the blessing of God for quick wit, force, and the power to inspire confidence. The chief blessings of God in his mind were told in the Good Book.

Its history was his inspiration. It gave him a background of accomplishment for his race and of confidence in himself. The Hebrew scriptures had been his chief reading and unconsciously, perhaps, their events and characters had moulded his ideals, inspired him with patience, thrift and industry, and had cautioned his shrewd mind against the oversteppings where many fall into failure through greed, meanness and trickery. Surely this trader had found profit in the study of history, though it was written three thousand years ago.

What has been the story of commerce since those Bible times when it was all in the day's work for a band of Midianite traders to buy Joseph from his brethren and sell him into slavery to Pharoah's captain? It has many dark pages. It records some of the meanest crimes in all history. Men engaged in commerce have condemned millions to hideous slavery to provide the world with jewels, ivory, rubber and cotton, to gratify the foulest passions, to get wealth at any cost from the weak and helpless. Venetian merchant princes refused to carry the third crusade to the Holy Land until it agreed to destroy Zara, their Christian business rival in Dalmatia; and then, not content with this perfidy, Venice again held back her ships until the Crusaders were persuaded to capture Constantinople, and to turn the Christian capitol of the world over to Venice with a monopoly of the trade between Europe and the East. Perhaps this was no worse than the opium trade which England forced on China not so many years ago, nor the working conditions tolerated within our memory in many industries here.

But in spite of its black pages, the history of commerce shows some of the greatest steps forward in human progress. What a gulf separates the Phoenician trader from a London warehouseman or a Chicago jobber! The one with his pack on a camel or in such a tiny shop as we still see in the Tunis "souks," doing all the buying and selling himself, haggling and cheating, and handing over the goods after testing the coin. These London, New York and Chicago merchants are responsible to thousands of customers and factories, stock holders and employees. Their repute in the trade is as precious as their money. They practically warrant the value of the merchandise sold. They pay for much of it unseen. They ship it to customers all over the world and wait months for their money. Marvelous systems of transportation, of communication and of banking are at the command

of today's merchants, great and small. Each morning we know yesterday's markets around the earth.

Nations have not yet realized that lasting prosperity never comes just to one at the expense of all others. Merchants have found that the prosperity of each is dependent on the welfare of others, and can be best secured by active work for the general good. It is not by exacting the utmost tribute that a business thrives. It must build up its customers and share success with its employees or a concern will be short lived, and it must deal fairly by its competitors or the world will turn against it and close it up. If only nations will learn this lesson from the daily experience of the merchant, that they too can best prosper and work out their places in the sun by allowing and even helping each other toward success, then there will be an end of such tragedies as this war in Europe. For though this war had many causes and we Americans hold no one man nor any one nation wholly to blame, we can all see that one of its chief causes was a commercial rivalry gone literally to hell. Even such a war may be worth its fearful price if it converts nations to the truth learned by the merchant that his own greatest good is through helping others. This happens to be also one of the highest teachings of religion and the supreme rule of the spiritual world. An old Quaker relative of mine expressed this in a strictly practical way when he said his business fortune had been made by the use of *judicious liberality*. It will be put to a test in America when the war is over. We have made fortunes out of dying and burning Europe. We are enjoying a prosperity that tastes of blood. We shall discredit our present appeals for humanity during the war unless it is over we are wise enough, brave enough, and generous enough to help build up again those stricken countries by every means in our power instead of scheming to keep them forever out of what they have lost.

Only one other ideal worked out by commerce and I am finished with my merchant's plea for studying history. The merchant who trades in goods and the banker who trades in money, developed together the modern system of credit. Nothing shows better our distance from the savage than the progress from the age of bartering furs and weapons to the credit system of modern commerce. Instead of exchanging wares suspiciously hand to hand, we send our cargoes to every part of the world to be paid for months later. Or instead of taking pay in money we leave it

across the seas to be invested in other men's business with full confidence that it will be safe. The history of the development of credit shows how faith in human nature has supplanted suspicion and mistrust in the business world and the fact that most business is now done on credit is proof of the high standard of commercial honor.

So while there is nothing in the study of history to teach bigger sales and profits to the man of business, it cannot help inspiring him with the ideals which his kind have worked out of their long experience. He will see a class of society which has struggled up from the bottom to the proud position where our schools and colleges send most of their best graduates into business. The merchant has been the champion of individual freedom, of the right of each man to make the most of his opportunity. His sphere is a democracy. Give him the Anglo-Saxon government of the people, by *the people* and for *the people,* and not the Teutonic kind which is by the government and for the government. We hear much about the changes which German efficiency is going to make in everything, but unless I misread the history of commerce it will still prefer its old independence to the autocratic rule of even an archangel, and while bending to public opinion, our business men will see only ruin in the control of politicians, and will successfully resist the demagogue and the well meaning reformer whose feet are not on the earth.

Teach our boys what the great men of history have lived for. Inspire them by the heroes and with hero worship. Show them how man has risen from the savage. Teach them how to study history for themselves. Make those who are going into business understand as well as those fitting for professions that American ideals have been moulded as much by the forgotten merchants as by famous lawyers and statesmen: that they are ideals of faith, honor and liberty; that they are essential to our national life; that they are more to be treasured than all the coin and precious stones, and that as they were won by suffering and sacrifice so they must be defended in peace and if need be in war, unless we would play the craven and hand down to our sons less than we have received from our fathers.

WHAT PROFIT RESULTS FROM THE STUDY OF HISTORY?

The Answer from the Point of View of Journalism.

By Mr. Royal J. Davis
Of the New York *Evening Post*

The profit, to the journalist, of a study of present history is obvious — it gives him his job. Battle, murder, and sudden death, Cabinet changes, international marriages — these, provided only that they occur to-day, are the raw material of the news-factory. But by "history" is usually meant past history — the sort of history that gives the history teacher *his* job. Of what value is this kind of history to the journalist?

At first sight, its value is not apparent. Between present history and past history there is a great gulf fixed — at least, as regards their comparative value for the newspaper. Present history exalts the dramatic; past history deprecates it. While admitting reluctantly that it has had its dramatic moments, past history hastens to explain that it desires to be remembered for nothing so frothy, but rather for more substantial achievements. Present history jumps at the ephemeral; past history shies at it. The newspaper, in a word, glories in the circumstance that it to-day is and to-morrow is cast in the oven. A history book, even a text-book, measures its value by the length of time it manages, by whatever amount of revision, to keep out of the junk shop. A newspaper asks a short life but a crowded one. A history begs for leisurely quiet.

Yet the journalist gives evidence of finding past history of some value. His knowledge of the past is writ large in the head-lines that tell an eager public what their Solons are doing at Washington, or at Albany, or at Podunk. It appears in his easy allusions to this man or that as the Napoleon of something or other; to some politician's defeat as a Waterloo. What would a journalist do who debarred from crossing the Rubicon, occasionally, or discovering a renaissance, or seeing a new significance in Mason and Dixon's line? Especially, what would become of Sunday editors if they were deprived of seizing upon the interest in a road run to retell the story of the original Marathon? Doubtless, they make less use of past history in this way than they

might make. They seem to have overlooked a fine chance to print a page, with pictures, about Archimedes as the first scientific exponent of "frightfulness." But they do the best they know.

This use of past history, however, you will hardly be inclined to consider as proving that history has any great value for the journalist. You may even feel in your secret soul that history is rather degraded than honored by this form of tribute. I am far from disputing the point, being anxious only to render unto history the things that are hers. But is there any deeper — or higher — value which the journalist may credit to the study of the history of the past? Is there anything which he may find to mention, if he is confronted with the necessity of saying something complimentary to an assembly of history teachers?

One such thing there is: a study of history is of value to the journalist — or, if the truth must be told, ought to be valuable — by virtue of what it does to sharpen the sense of values. It is necessary for the journalist to make more of the present than of the past, but it is not necessary for him to elevate the present above the past. For instance, he may be compelled to give large and conspicuous place to a border raid, but that is no reason why he should write of it, in the headlines or elsewhere, as if it were another earth-shaking event like the fall of Constantinople (the one of 1453). His conscience may drive him to spend vast sums in cable tolls in order that he may give his readers early and copious information upon the more spectacular features of the coronation of the Emperor of Abyssinia, but this hardly constitutes a sufficient reason for handling a new limitation upon the powers of the British House of Lords as if it were mainly material for the antiquarian. Philosophy may interest a journalist less than a filibuster, parliamentary or military, but that is no argument for giving the entire space at his disposal to filbusters and none to philosophy. His natural preference may be for that which is monetary rather than that which is of moment, but with the sense of values which a study of history must sharpen, he will not fear to turn one eye now and then to developments which will not make the most stirring reading.

In one field of history, the debt of the journalist is much more direct than this. That is the field of politics. To him, history comes close to being nothing more than past politics. An editorial writer, for example, who has delved into the past so deeply that he can write about the first Cleveland campaign without going

to the encyclopedia is an extremely valuable employee to almost any newspaper. Indeed, every newspaper of importance is apt to have somebody on its staff so learned that he can write of President Harrison without running the slightest risk of confusing the two men who bore that honored cognomen. The past, in so far as it is concerned with American politics, receives no more flattering attention than in an American newspaper office. The past politics of other countries cannot be said to occupy so enviable a position. Whether this is due to the journalist's thoroughgoing patriotism or to some less worthy cause, we need not stop to inquire. Suffice it to note that his knowledge of their present politics is almost as scanty.

The disgraceful truth is that the journalist lives from hand to mouth in a way that would scandalize any properly trained teacher of history. Instead of gaining from his college course or his reading a fund of knowledge upon which he could draw when a tremendous war broke out, he lazily reverses the process and waits for the war to kindle his interest and spur his attention concerning even those parts of the past which may be said to constitute more than merely the background of the present. This method has its advantages, but it has also the disadvantage of making him a perpetual parvenu in his historical information. He is a lifelong crammer. Even in this, however, his formal study of history is of value. Whatever else it may or may not do, it tells him where to go to find out what he wants to know. To what extent it performs this service depends, of course, upon the kind of study he has been made to do, but we assume that he has had an ideal teacher. His practical task, then, is at intervals to look inside the books which he steadily neglected when he had the time to master them. What he suffers in lack of breadth and depth from following this course, he somewhat makes up for by the thriftiness of his application of his hastily snatched learning. It is a poor journalist, or rather no journalist at all, who does not make one fact serve many turns. Yet this facility is apt to be manifested in ways peculiar to the journalist. How many times have you read in recent months of England's "tragic mistake" in ceding Heligoland to Germany? On the other hand, if you were not teachers of history, how much more would you know of the historic connection of Italy and Austria than you knew before the fatal August of 1914 or the May of 1915?

The value to the journalist of the study of history is condi-

tioned pretty much by the willingness of the journalist to be aided. Ordinarily, he adopts a really receptive attitude only when his time has become narrowly limited and his resources have shrunk from the richness of lectures and assigned reading to odd paragraphs hurriedly scanned. Having eaten indifferently when the feast was spread before him, he is punished by being compelled to swallow a quick lunch ever after. Nevertheless, the value of any study of history is not to be depreciated. For the study of history is the study of life.

A FULLER RECOGNITION OF LATIN-AMERICA IN HISTORY TEACHING

By Professor Osgood Hardy
Of Yale University

In 1912 I had the honor of being a member of Dr. Bingham's second Peruvian Expedition. One of our fellow passengers between Panama and Callao was a Chicago pork packer. Shortly after leaving Balboa he approached Dr. Bingham and remarked, "I understand that you know something about South America." Dr. Bingham said that he did, "Well then," said he, "will you permit me to ask you a question or two?" Receiving the permission, he said, "I would like to know whether Lima is in Peru, or Peru in Lima." Dr. Bingham explained that Lima is the capital of Peru. "Oh yes, of course I knew that. Now there is one other question I would like to ask; my ticket says, 'Via Rio': what does that mean?" It was explained that "Rio" was an abbreviation for Rio de Janeiro, the capital of Brazil. "Why of course," was his reply, "I knew that; Brazil is that little country without any seacoast; I remember it now."

After that I became convinced that more attention to the life, customs and history of the people to the south of us was something that we should all work to bring about. In what I have to say I shall speak from the standpoint of the man who thinks the graduates of our colleges and high schools should know more about Latin-America, and I shall try to make clear several rather practical reasons for thinking so.

Up to the end of the last century our interest in affairs Latin-American was rather distant. We had but little commercial intercourse and our connections were chiefly political. During their struggle for Independence while England and Ireland were contributing many hardy adventurers who served gallantly under Bolivar and San Martin, we did little more than contribute a constitution which could be used as a model for their own. Outside of the slight aid furnished Miranda we did nothing until the promulgation of the Monroe Doctrine, and even that may not have had the value we have attributed to it, for had not England thrown her influence behind it, it is doubtful if Europe would have recognized it. The attempt of Maximillian next called attention to the countries south of us, followed by such minor events as the

War on the Pacific, the visit of Dom Pedro to the United States, the Itata and Baltimore incidents, and the Venezuelan incident during President Cleveland's administration. Not till the close of our war with Spain can we really be said as a people to have commenced to pay any attention to Lain-America. With the acquisition of the Spanish colonies we came into close contact with these people and the lessons learned from the war convinced us that we needed a canal for military purposes. Accordingly we built it, and with the true Yankee desire to make it pay itself, we decided that our trade with South America should be developed.

It is not important here to discuss the question as to whether the opening of the canal could have benefited our South American trade in any other than a psychological way, but it is true that the commercial world aroused itself and set out to secure the lion's share of that trade.

To add the crowning touch, there came the European war. Germany's trade, which had been built up thus several decades of wise, intelligent propaganda, was swept away at one stroke; Belgium's was reduced to almost nothing, and that of England and France was greatly curtailed. For a while we labored under the hallucination that South American trade was like an over-ripe peach — all ready to fall into our hands. But lately we have come to realize it is not so; we are seeing that it must come about gradually: that business connections of a century, although interrupted, are not permanently broken off by this war, and while we are gainers at the expense of the other nations, it is not yet certain that once peace is declared we can maintain our recent advantage.

This has been recognized, and our educational institutions, ever on the alert to make themselves as practical as possible, have set themselves to the task of furnishing the youth of our country with the mental equipment which will enable them to compete in this struggle, to win the South American trade. Spanish is being taught more widely and in a far more practical manner than ever before. As instanced by the recent action on the part of the City Bank of New York, co-operation is being secured between our large business enterprises and our Universities. And finally, no less a body than the Association of History Teachers of the Middle States and Maryland here assembled is considering how they may help in this movement by bringing about a fuller recognition of Latin-America in history teaching. Truly times have

changed. Only a decade ago our best-known history professor at Yale, when asked as to the value of studying South American History, replied, "South American History; why they have no history."

We believe that an increased attention to Latin American History is one of the most practical methods by which our educational institutions may aid in this movement. Outside of technical hindrances such as poor banking facilities, lack of shipping connections, the small amount of capital we have invested in South America, and the inability to secure reliable credit information, our chief difficulties have been our failure to make friends with the South Americans and to understand them. The first class can be overcome and is being overcome by legislation and ordinary business procedure; the second class is not so easy. It will take much longer and can best be secured by a development of social intercourse, until mutual viewpoints and true friendship can be obtained.

The importance of friendship is purely commercial dealings cannot be understood by us, to whom price and quality are the bases of all commercial transactions. With the South American these are not the chief things; in fact it is his *boast* that he does not let mere pecuniary considerations interfere with friendly dealings. Be believes that business is transacted only for the purpose of making living possible, with the result that he does not let business interfere with courteous, friendly intercourse. No matter how rushed he may be, he is always willing and anxious to stop and talk about the weather, the health of his family, and a hundred and one other things, the discussion of which serves to oil the wheels of social intercourse. To prevent any friction in this delicate machinery we must learn its mechanism. To change the metaphor — to do business in Latin America we must play the social game, and we cannot play the game till we know the rules and the character of the play. To obtain this knowledge quickly there is nothing more helpful than a study of the history of the different countries — going back if possible even to Europe and learning when were derived the characteristics of the early conquistadores. A knowledge of colonial institutions helps to an understanding of the modern governmental idiosyncracies — such as why it is that in South America today a prisoner is believed guilty until proved innocent. A knowledge of the history of the Wars of Independence will prevent the traveler in Argentina and

Chile from such a faux pas as expressing the opinion that Bolivar is the George Washington of South America, and in Colombia and Venezuela he will not attribute such an honor to San Martin. A knowledge of the more recent events will prevent the traveler from extolling the merits of the Chilean army and navy.

It has even a more practical side than this. If some attention had been paid to Latin-American History in high schools such an incident as that of our Chicago business man could not have happened. This incident seems absurd; and yet the Commerce Reports issued daily by the Bureau of Foreign and Domestic Commerce are continually complaining of other things just as bad; i.e., that hundreds of pounds of well-written and expensive literature sent to Brazil to advertize American goods not only become a total waste, but a positive hindrance to the development of trade, owing to its being printed in Spanish. One would think that well-educated business men would know that Portuguese is the language of Brazil.

It is such deplorable ignorance regarding these countries to the south of us which has been one of the greatest hindrances to us in our trade with Latin America. This ignorance must be overcome in a large measure by the efforts of history teachers who will place more emphasis here. There is no doubt of the importance of South American trade; also it is freely admitted that real friendship with the countries to the south of us is the basis on which to successfully build up this trade. Friendship cannot be secured without mutual understanding and acquaintance. A knowledge of Latin-American History will without doubt be of a great aid in securing this. Accordingly I think we are justified that nothing which history teachers can do will be of a more practical nature than a fuller recognition of Latin-American History.

Leaving the commercial side, we come to our international dealings with the South American Republics. The Monroe Doctrine is without doubt the nearest approach to a national foreign policy which we have. It is so endeared to the majority of American citizens that an attack on it is always sure to arouse a veritable multitude of supporters. It is a policy which — leaving out here any discussion as to its value or necessity — is liable to lead us into war at any time to protect the liberty of some of the South American Republics, or to force them to meet their just obligations. In the last two decades under a Democratic and a

Republican President, we have been brought to the verge of wars with England and Germany in support of this cherished shibboleth. Is it not natural then that we should desire to know as much as possible about the history of these nations whose actions have such an important influence in determining our foreign policy?

We are a republic, and in probably no other country do the people at large have so much to say in regard to the stand that the government shall take towards other nations. This action cannot be intelligent unless our citizens know something about these other countries, and in order that they may, we feel that at least a brief summary of the more salient features of Latin-American History should be given the students in our high schools and colleges. This need not be exhaustive, but it should be comprehensive enough so that the average high school graduate should have a correct idea of the location, chief historical events, and importance of the South American Republics. A college graduate should be able to explain why it is that revolutions have been so frequent; he should know why some republics, such as Bolivia and Uruguay, which have no apparent raison d'etre, have been called into existence and have been given a separate national entity. He should learn enough about their literature to understand the effect of Camoens on the national life of the Brazilians. His study of history will explain why Peru is old and hoary with tradition, while Argentina is a country of *nouveau-riche*. He will understand why Peru is more friendly towards the United States than any of the others, closely followed by Brazil. A study of the diplomatic relations with Chile, embracing the Itata and Baltimore incidents and the hurried settlement of the Alsop claims, will show him why today the feeling between us and Chile is more strained than is the case with any other country with the exception of Colombia, even though there is really the greatest amount of national commercial reciprocity between the two countries. The smoothing out of our relations with Colombia demands a study of the history of that problem — a study which is absolutely essential if our citizens are to have an opinion not based on personal bias for or against the President, who admits he took Panama.

Finally a third advantage to be derived is the bettering of our diplomatic service in South America. Our appointees to Europe have been good and also to the Embassies in South America, but our minor appointments leave much to be desired.

One party is as bad as another; and the reason is because in the past we have known so little about South America that we, as a people, have not cared what sort of men were sent to represent us. If emphasis enough can be laid on the importance of these countries and the necessity of our preserving the best relations with them, I believe the difficulty will be remedied. And this can be best done by increasing the teaching of Latin-American History in our schools and colleges — or giving a greater emphasis to this side of American History where separate courses cannot be given.

If it will not be amiss for one whose experience as a teacher is almost nil to give a suggestion as to how the history shall be taught, I would like to say that generally climate and physiography are factors which must be given a great deal of attention. It is true that history alone can explain why for three centuries Buenos Aires was the most distant city on the South American continent from Spain, but physiography will provide the clearest explanation for the fact that Brazil, although so much larger than Argentina, is not so important commercially. It will help explain why the Chileans are the most warlike people in South America, and it will partially solve the problem as to why Peru and Bolivia, although richer in mineral sources than the other countries, are among the more backward. Large wall maps of both rainfall and physical features are extremely well worth while, and these constantly before the eyes of the students are almost invaluable.

Finally to sum up what I have tried to make clear, we believe that more attention should be given to the teaching of Latin-American History because through this increased knowledge of the South American republics our commercial relations will be bettered, American citizens will be better able to form good judgments in regard to the attitude we shall take as a nation towards these republics, and third, the increased realization of the importance of these republics will help toward a demand that our representative in these countries be not political henchmen, but true diplomats.

PROCEEDINGS OF THE BUSINESS MEETING

The annual Spring Meeting of the Association of History Teachers of the Middle States and Maryland was called to order in Milbank Chapel, Teachers College, Columbia University, at 11.30 on Saturday morning, April 29, 1916, by the President, Professor John M. Vincent, of Johns Hopkins University.

The following temporary committees were appointed:

On the Treasurer's Report — Professor R. W. Kelsey, Haverford College; Miss L. Louise Arthur, New York City; Dr. H. C. Peterson, Horace Mann School, New York City.

On Nominations — Dr. Frederick H. Paine, Eastern District High School, Brooklyn; Miss L. Louise Arthur, New York City; Miss Harriet E. Wyckoff, New York City; Professor Henry Johnson, Teachers College; President C. A. Herrick, Girard College.

On Resolutions — Miss Florence L. Beeckman, New York City; Dr. Frederick C. White, Morris High School, New York City; Professor R. V. D. Magoffin, Johns Hopkins University.

Reports of Council and Officers

The Council:

Requested authorization to hold the usual November joint meeting with the Association of Colleges and Preparatory Schools of the Middle States and Maryland at a place to be selected by that Association.

Recommended that the Treasurer be authorized to pay to the History Teachers Magazine $100.00 on condition that the American Historical Association and other patrons of the Magazine continue their support.

Recommended that the Treasurer be authorized to pay to Professor J. H. Logan $20.00 towards the expenses of his investigation into the condition of College teaching of History.

The report was adopted.

The Treasurer:

For the year ending April 1, 1916.

Receipts

To balance on hand, April 1915	$236.42	
To cash received for dues	325.00	
To cash for Proceedings	5.50	
To cash for royalties, Bibliography, published by Longmans	21.96	
Total		$588.88

Expenditures

By Mr. E. E. Giltner, Expenses of Questionnaire	$ 6.00	
By appropriation to History Teachers' Magazine, for two years	200.00	
By printing and stationery	47.75	
By postage	35.00	
By Secretary's expenses, clerk hire, telephone, telegraph and express	14.00	
By balance on hand, Corn Exchange Bank, University Branch, see Pass Book	286.38	
Total		$589.13

Showing an error of 25 cents.

Report received and referred to Auditing Committee.

Reports of Special Committees

Committee on the History Examinations of the College Entrance Examination Board:

The Chairman, Principal A. M. Wolfson, asked that a new Chairman be appointed, for the reason that he is no longer teaching History.

Committee on Teaching of Geography:

The Chairman, Dr. A. S. Beatman, reported as follows:

"The relations of geography and history are being studied in relation to South America. This work on South America had to be done at once, and it has given considerable material. We are seeing what can be gained when you can unify essential geographical facts and history as they are in life. I think we have kept too much of a wall between geography and history."

Committee on the Training of Teachers of History for the Secondary Schools:

The Chairman, Principal William Fairley, reported that Ginn and Company would shortly issue a pamphlet of essays and other

matter dealing with the subject of the work of this committee. As the committee felt that this completed its work for the present it asked to be dismissed.

Committee on the Teaching of History in Universities and Colleges:

The Chairman, Professor R. W. Kelsey, reported as follows:

"Your committee appointed one year ago to investigate the teaching of history in universities and colleges is able to report some progress.

Soon after its appointment the committee agreed upon the following propositions as a basis for its work:

1. That the committee follow out several lines of study, submitting the results of its work progressively from time to time, rather than attempt to make a comprehensive report at an early date.

2. That a descriptive bibliography of the subject be prepared very soon, as a prerequisite to the further work of the committee.

3. That an effort be made to get some intelligent opinion and criticism from representative graduates of recent years as to history courses and history teaching as experienced by them.

4. That special consideration be given to the question of the required course or courses. (Cf. Amer. Hist. Assoc. Annual Report, 1905, I, 147-174; 1906, I, 105-125.)

5. That special consideration be given to present tendencies in history teaching.

6. That for the present at least the investigation be limited to undergraduate work in history.

The effort to secure the opinions of recent graduates resulted in the paper presented by Professor John H. Logan at the session yesterday.

A descriptive bibliography of recent writings on the teaching of history in universities and colleges is in active preparation.

Professors of history in various parts of the United States have expressed interest in the proposed work of the committee and some helpful suggestions have been received. Further suggestions and criticisms are solicited."

Reports of Temporary Committees

On the Treasurer's Report:

The Chairman, Professor R. W. Kelsey, stated that the

report had been audited and found correct, and recommended that it be accepted. The report was adopted.

On Nominations:

The Chairman, Dr. Frederick H. Paine, reported as follows:

President, Miss Jessie C. Evans, William Penn High School, Philadelphia; Vice-President, Professor Marshall S. Brown, New York University; Secretary-Treasurer, Livingston Rowe Schuyler, College of the City of New York; Members of the Council, Miss Florence E. Stryker, Montclair Normal School, Montclair, N. J.; E. S. Barnes, State Normal School, Geneseo, N. Y. These officers were duly elected.

On Resolutions:

The Chairman, Miss Florence L. Beeckman, reported as follows:

"Whereas, The Association of History Teachers of the Middle States and Maryland has enjoyed a very profitable meeting as guests of Columbia University and Teachers College. Therefore, we desire to express our thanks to both the Trustees and Faculty of Columbia University and Teachers College for their cordial hospitality. We also wish to tender our thanks to the Faculty Club of the University for placing rooms at our disposal; to the speakers who have, through their papers, given us much valuable food for thought; to the outgoing officers of the Association for their sympathetic and efficient work during their terms of office; to the Committee on Arrangements for interesting programme prepared for us; and to the American Book Company for its assistance again, as in the last ten years, in publishing our Proceedings." The report was adopted.

Miscellaneous Business

On motion of Professor Schuyler the incoming President was authorized to appoint a committee of three to consider the material now available for the teaching of Latin-American History in Secondary Schools and Colleges, and to report upon the advisability of preparing a Syllabus for a course in Secondary Schools.

On motion the incoming President was authorized to appoint a committee, the size being left to the President, whose duty it shall be to devise and carry out plans for increasing the membership of the Association.

On motion the meeting then adjourned.

Edgar Dawson, *Secretary.*

THE TEACHING OF CURRENT HISTORY, CIVICS AND ECONOMICS

By Principal Arthur M. Wolfson
Of the Julia Richman High School, New York City

Part I — Current Events — Their Place in the Program

Once or twice in every decade, the progressive teachers of history take stock of the work which they are doing and revise their ideas.

Personally, it seems to me, I have passed through three or four stages in the course of my career. I began as an ardent advocate of the theory that history should be taught for its cultural value. I confess that I no longer understand just what that means. Still, I used to believe that a knowledge of the Homeric poems and of the deeds of Roman heroes, an understanding of the essentials of Anglo-Saxon institutions and of the struggle between the Empire and the Papacy were essentials of education, but I have long since abandoned that idea. Since then I have passed through several stages; perhaps I shall pass through several more before I am retired on account of old age.

And yet, I like to feel that the method which I am at present advocating is adequate because it is vital and because it conforms to the pyschology of the students of secondary school age. Some six or seven years ago, I ordered for the students in my history classes a number of copies of The Independent. At that time I was regarded by many of my colleagues as a revolutionary. Today, I am told, that ten or twenty thousand teachers and over two hundred thousand students in high schools and colleges are using weekly and monthly publications in the class room. In view of this fact, it seems to me, that the case may be regarded as settled. It is only a question whether you care to move forward with the vanguard or to remain in the background defending the rear.

The use of current periodicals in the class room is the result of a feeling that has always been present in the minds of progressive teachers. Every one of us has always been conscious that our students were stimulated by the immediate and the familiar. But until very recently we were afraid to follow the natural and the direct method in our teaching. We were afraid that our

students might miss something which is important and consequently we followed the chronological order in presenting our facts. We spent weeks and months upon the history of ancient Athens; we paused needlessly long over our study of feudalism and the organization of the Church of the Middle Ages and neglected almost entirely the study of the political and economic conditions which explain the war which is going on in Europe today.

Consider for a moment the topics in political science which engage the attention of adults. For one man who is interested in the struggle for empire in the Tigris-Euphrates valley in the days of the Babylonians and Assyrians, there are thousands who are eager to understand the underlying causes of the struggle which is going on in that region today. It is true that a few Sons and Daughters of the Revolution and a few students of American history are still seeking for an explanation of the causes of the struggle between the Colonies and England, but the vast majority of adults and adolescents are clamoring for facts which will help them to understand the motives and purposes of the Democrats and Republicans who are the leaders of this nation today.

Time was when we were told that the reason for studying history was that we might be able to interpret correctly the events that are past. Fortunately, as I view it, we have arrived at a clearer understanding of the purposes of history. Our interest in the interpretation of the past is rapidly dwindling; we are looking more and more into the future. We are studying history and civics and economics in order that we may correctly interpret the present, in order that we may lay the foundation for a better and happier life in the days that are to come. History in the class room no longer ends with the foundation of the German Empire and the unification of Italy. It carries us even beyond the day of the opening of the Panama Canal.

The progressive history teacher has found a new ideal for himself and his classes. He is teaching his pupils to live in the present. He is helping them to read newspapers and periodicals intelligently. He is opening the doors of the libraries for his students. He is cultivating the habit of thoughtful and purposeful reading. He is developing the power of intelligent expression. He is stimulating in young people the desire to understand both sides of the case.

In times past, we heard a great deal about the necessity of

developing through our teaching the student's power of reasoning and his judgment. The result was that we created a number of problems which were artificial. We organized debates based upon the policies of Hamilton and Jefferson; we stimulated an artificial interest in the controversy over States Rights. If we succeeded, it was at the cost of infinite pains and labor. How much easier it would have been to offer our students real problems based upon the current periodicals which nearly all of them would have been glad to read.

I know that many teachers and superintendents are afraid that the discussion of current events will lead to violent expressions of partisanship in the class room and therefore think that the current periodical should be taboo. As a matter of fact, we in the Julia Richman High School have discovered that our weekly discussions have had exactly the opposite effect. Our girls represent every possible shade of European and American opinion, and yet I have never heard of a single case of acrimonious debate. Our students have learned to respect each others' opinions. They have learned that partizanship is frequently another word for prejudice and have acquired the habit of listening to both sides of a case. Far from being a cause for the discontinuance of the use of current periodicals, we have found in the European war an added reason for the extension of the plan.

Granting then that current events should be a part of the program in history, civics and economics, two questions of administration arise:

(1) What place shall be given to the study of the periodical in the program?

(2) What periodical, the daily, the weekly, or the monthly, shall we use?

As to the first question, my experience leads me to advise teachers to use the periodicals in every term of the course. In the early terms the material presented in the periodical will have only a remote relation to the course of study, but it will arouse in the students a general interest in the subject as nothing else can. In the later terms, when the classes are discussing modern history, the current periodical may well serve as the chief medium of instruction.

As to the choice of a medium, that will depend largely upon the teacher's preferences. The main thing is that the journal which you choose should be truthworthy; that it should be public

spirited and progressive; that it should present both sides of a case.

No teacher need fear that as a result of the use of a periodical his work in history, civics or economics will be fragmentary. In using a text book, unless we are content to follow blindly the old fashioned chronological method of teaching, we are forced to gather up information about the tariff, for example, from various parts of the book. Furthermore, there is only a remote connection between the subject of the tariff and civil service reform; yet we find these subjects both treated in a single paragraph.

It is all a matter of habit. We are accustomed to making our analysis and synthesis in using a text book; in using a periodical new habits must be formed. In both cases the teacher must be conscious of the larger organization of his material. In handling the periodical he must develop a certain facility in connecting the weekly news items and special articles with the larger aspects of the subject, but this is what he is doing if he properly develops the details given in a text book. In other words, there is no essential difference in method between recitations based upon a text book and those based on a periodical.

Needless to say, I should not advocate that the text book be abandoned. It is merely a question of how it shall be used. To my mind a letter of protest against the President's alleged race discrimination, written by a negro, such as appears in The Independent of December 4, 1916, is quite as good an introduction to the history of slavery as the following sentence taken from a popular text book: "In that year [1619] the first cargo of slaves was brought to the colony, and the first representative assembly convened on American soil."

Just because a number of teachers have recently told me that they were unwilling to use periodicals in the class room as long as they were confronted with formal examinations, I asked one of the teachers in the Julia Richman High School to make an analysis of recent Regent Examination papers, and we found that 63 per cent of the total value of the paper in American History and Civics for January, 1916, and 42 per cent of that in June might have been based upon a study of The Independent alone. Take, for example, such questions as these:

1. Trace the expansion of the United States during the past fifty years. Show what has been the influence of this expansion on the position of the United States as a world power.

2. What is the importance of the Dardanelles? Explain the interest of three nations in the Dardanelles.

3. Contrast the art of war in 1815 with that in 1915.

Where else than in a periodical could one find adequate answers for such questions as these?

Part II — Methods of Using Periodicals

Thus far, I feel that, to a certain extent, I have been bringing coals to Newcastle. As best I am certain that I have done nothing more than dispel a few lingering doubts. The difficulty, I find, lies not in convincing teachers that they ought to use a periodical, but in helping them discover a proper method of handling the work.

First, there is the problem of purchase and distribution. This problem can be easily solved. A letter of inquiry to the circulation or educational department of any of the weeklies or monthlies will bring immediate help as to the method of ordering. All that the teacher has to do is to organize the system of distribution after the copies have arrived. For this, the simplest and most effective method is to appoint one of the students as chief agent and hold him responsible for orders, payments and deliveries. In each class there should be a group agent who will collect the money on the day that the periodical arrives, call for his copies and pay for them, and distribute them to the members of his class. Each agent should be assisted by an alternate. In this way possible confusion due to absence or to other unforeseen causes will be avoided. We, who have used it, find that the system works smoothly. The teacher is relieved of all trouble, and the students are trained in business habits that stand them in good stead.

The Independent, which is the periodical used in the Julia Richman High School, reaches the school office on Wednesday. It is therefore distributed on Thursday. The Lesson Plan, furnished by the educational department of the periodical, reaches the teacher on the same day. Ordinarily, our teachers make their assignments on Friday. They have, therefore, allowed themselves one or two days for the preparation of the work of the next week.

Our teachers look upon the Lesson Plans as a laboratory manual. They recognize that these Plans should not be followed blindly — that they are to be used merely as guides. The wise

teacher reads over the periodical carefully and determines just what articles and extracts can be used by the class. He studies the Lesson Plans in conjunction with the periodical, makes his selections of topics, adds supplementary questions to those furnished, and lays out his assignments for the class.

Some teachers find that it pays to keep a card index of the subjects treated in the periodical. They are thus enable to make cross references without trouble. Others use envelopes or loose leaf scrap books for filing articles, extracts and references. One device is as good as another; the main thing is that the system should be kept up to date.

Every teacher who uses the current periodical regularly will find that it is necessary to equip his class room with reference books, maps and other periodicals to assist the class in its work. Students must be trained in the use of the daily papers. They must be instructed in the use of reference books like the Century Dictionary, the encyclopedias, Who's Who, the legislative manuals and the statistical atlas. They must learn how to use annual publications like the World Almanac, the International Year Book and the Statesman's Year Book. They must be furnished with bibliographies on various subjects like trades unions, primary elections, municipal government and woman's suffrage. They must have access to wall maps and atlases and charts. The teacher should keep a cabinet for clippings, if possible, and train students as assistants in keeping it up to date.

After a number of years of experiment and observation, I have finally determined that the best method of handling the periodical in the class room is to allow the students to have the paper for independent reading for twenty-four hours at least. Thus, if the periodical is delivered to the students on Thursday, the first discussion of the current issue should take place in the class room on Friday. On that day, five or ten minutes should be allowed for general discussion. Such discussion, as far as possible, should be free and unrestrained. Students should be trained to pick out the most significant articles and news items independently. They should be encouraged to discover the subjects which have already been discussed in the class room either as the result of text book assignments or because they have previously been treated in the magazine.

At the end of the informal discussion, the teacher should take ten or fifteen minutes to make his assignments. In making

assignments, the class should be divided into groups. The method of creating these groups will vary. It may be based upon purely arbitrary divisions; it may be determined by the subject of study; or it may be made upon the special interests of the members of the class. In a class in European history, for instance, there are nearly always students who are specially interested in the history or England or Germany or Russia. In a class in economics, there are those whose families are interested in labor organizations or in problems of transportation, while others are directly or indirectly connected with institutions engaged in the business of distribution or exchange.

To each group the teacher should, if possible, assign at least one topic which involves thought and investigation. At the same time, all the members of the class should be held responsible for questions which are simply matters of fact.

At least two or three days should intervene between the period of assignment and the period of classroom discussion. If the assignments are made on Friday, for instance, students should be encouraged to use Friday afternoon or Saturday morning for work in the library. The pupil's method of preparation should approximate that of the teacher. He should be taught to read special articles and news items intensively. He should be taught how to use his text book and the books of reference in the preparation of his work.

Just here it may be well to say a few words about the note book. Note books should be arranged by topics; obviously, loose leaf note books are best. For instance, a class in American history will find that the subject naturally divides itself into such topics as (1) political parties, (2) foreign affairs, (3) territorial expansion, (4) economic development, etc.; a class in economics will find that such topics as (1) consumption, (2) production, (3) distribution, (4) business organization, etc., will take care of its work. The history note book will, needless to say, include all sorts of illustrative material: maps, pictures, charts, etc. The economics note book will include graphs, tables and charts. All notes should have suitable headings and lists of references and possibly marginal notes. Such work as this may be burdensome in the beginning; but if the teacher introduces the system slowly and with specific directions, students will learn remarkably fast. In the end the work will more than repay for the trouble. It will train pupils as nothing else can.

The amount of time that may profitably be devoted to class

room discussions based upon periodicals will vary (1) according to the maturity of the pupils, (2) according to the skill of the teacher, and (3) according to the interest and enthusiasm of the class. In no grade should these exercises entirely supersede the work with the text book; but it is surprising to see how much ground can be covered in this way.

Class room discussions will succeed best that are organized as clubs or conventions. A chairman and secretary may well be appointed or elected. The teacher should keep in the background as much as possible; he should merely act as moderator and not interfere with the class. His work should consist in assisting the chairman in keeping the discussion centered upon the topic in hand. The less the teacher takes part in the discussion the better. I have seen recitations in which the teachers said scarcely a word. The discussion was frequently hot and furious, but always good natured. No misstatement of fact went unchallenged; no unsupported expression of opinion was allowed to escape.

At the end of the discussion of each topic, the secretary should be required to sum up the points made by the speakers and to state the conclusions which have been reached. Frequently, such discussions will lead the class to see the necessity of further investigation. In that case, the chairman should postpone further discussion for a few days or a week. I know of a case, for instance, in which a group of girls devoted their odd moments for three weeks to an investigation of the problems of supply and demand involved in the export of wheat. Can any piece of high school work be more real or more vital than that?

Here and there, it is true, one will find teachers who are fearful that work of this sort will lend itself to malingering. Still others cannot bring themselves to believe that they can cover the ground laid out in the syllabus in this way.

To the second group I can only say that the proof of the pudding is in the eating. I know that by a judicious combination of text book work and work with the periodicals we have succeeded for several years in doing our work and in meeting the requirements of the syllabus better than ever before.

The use of the periodicals has superseded much of the special report work upon collateral reading and much of the problem work based on the sources, but we have benefited rather than suffered by that. You may call it a sort of magic, but without any special effort we have succeeded in getting our students to do more than their share of collateral reading in connection with

their work on periodical literature. We have abandoned almost altogether in our classes in modern history, in civics, and in economics the study of source books. We find that problems presented by subjects such as the struggle between the railroad managers and the brotherhoods are far more interesting and far more vital than those presented by the examination of the speeches of Douglas and Lincoln or the reports of Hamilton and Jefferson on the Bank.

To the group of teachers who are afraid that students will not work faithfully, the answer is simple. One still has the old devices of examining note books, of marking class room recitations and of setting tests and examinations. The results of work of this kind are just as easily examined as the results based on the study of text books. The difficulty lies altogether in the teacher's mind.

For years we have all discussed the value of incidental excursions to museums, and to national, state and municipal buildings. We have labored long hours in organizing visits to business houses and factories. We have encouraged our students to form themselves into debating societies and clubs. Most of our excursions have developed out of an artificial interest. I submit that most adults flock to the court house only when there is a trial of extraordinary interest, not when they have been reading in a book of civics about the work of the courts. The mind of an adolescent works in exactly the same way as that of an adult. Recently I heard a girl in short dresses declare that she had interviewed the manager of one of New York's largest milk stations because she wanted to get evidence upon the company's side of the case in the strike. Within a month I was besieged by a group of students who asked permission to meet after school hours because they found that the time allotted in the class room was insufficient to thresh out the questions in European history which arose out of a discussion of the war. As for debating clubs, what need have we for artificial organizations when two days in the week groups of thirty-five students devote themselves with undivided attention to the discussion of such subjects are published regularly in The Independent in the section called "Both Sides — A Debate"?

In a word, if I were asked why I believe in using the periodical in the class room, I should answer, because it offers a golden opportunity to the teacher to present to his classes material which is of real and immediate interest; because it requires no artificial stimulus to make the student believe the subject alive.

THE TEACHING OF CURRENT HISTORY, CIVICS AND ECONOMICS

By Professor Katherine Gallagher
Goucher College

The arguments for the teaching of current events by history departments have been set clearly before us in the papers of the morning. I am glad therefore of this opportunity to offer some suggestions for further discussion.

As the subject applies to college instruction it seems to stand in need of subdivision. There are at least two aspects in which College history is affected by the current topic issue. The first point to be considered is the place of a course on current events in the curriculum of the history department. The next point which the subject raises is quite distinct from the first, although involving the same underlying principles, and concerns itself with the relation of current topics to the courses — ancient, mediaeval, and modern — which are already offered. Obviously the use (or method of use) of current literature will depend upon the conclusions that are reached in regard to these two points.

What is the place of current events in the college curriculum? Such a query brings us sharply face to face with fundamentals. Before we can consider it, we must come to some conclusion as to the aims that are sought — the benefits to be derived from a college course in history, an undergraduate course, that is, as distinct from the history of the preparatory school or graduate college. In regard to objects and aims no one can afford to be dogmatic. It seems, however, that we may distinguish from among many aims at least two that are common to most departments. The first is a certain fund of essential information upon the historical period or development studied. We all know that we cannot lean too heavily upon the hope that this information is extensive or will be abiding, but it is certain that it holds and ought to hold an important place in our ambitions in presenting a course in history. The second aim, which to my mind is more fundamental, is the formation of certain habits of mind. These habits when permitted to develop ought to grow into that mental attitude which we tactily agree to call "historical mindedness." In the incipient stages they appear as tendencies to emphasize causality in human events, and to demand accurate authority as

a basis of judgment. Not that I am fond enough to fancy that the student of a college history course forthwith constitutes himself a deliberative assembly of one to investigate the causes and results of human action, and accurately to weigh the evidence before he ventures judgment. But unless this study has done something to encourage more careful thinking along these lines it would appear to me to have fallen short of its purpose.

Does a course in current events meet these requirements, or falling somewhat short of these has it advantages to offer along these lines to offset its shortcomings? It can certainly provide a broad field of information which is fascinating and valuable. In its answer to the second requirement, however, there is the greatest room for diversity of opinion.

It is true that the present is the latest phase of the past and that the working of cause and effect can be traced in the large — though with much uncertainty — in the study of current events. But it is also certain that the materials upon which to form accurate judgments are wanting, and the relative importance of the events themselves cannot be estimated from our present view. The judgment of contemporaries of past events are valuable to us now for their unconscious evidence and not necessarily for their conclusions. This (the unconscious evidence of contemporary statements) is not available — indeed, is scarcely even to be ascertained by one surrounded by the same environment and limitations as the chronicler himself. In other words current events are not history. The materials for its study are not open for our estimation and selection. Our own lack of perspective makes it impossible for us to pursue it with historical accuracy or proportion, although we may be intelligent, unimpassioned, and fair minded.

Such a conclusion, however, cannot close the discussion. Current events are not history but they are, nevertheless, grist for our mill. They have an historical value which no department can afford to ignore. However staunchly orthodox we may be in our convictions regarding history proper, we cannot deny the historical advantage that may be derived from such a course — *properly pursued*. The study makes for alertness and intelligence. It arouses interest and curiosity in those developments which make up the subject matter of history and should, therefore, react favorably upon the work of history courses. If, however, such a course be opened to beginners who have done nothing

toward the formation of historical habits of mind, it can very easily result in a form of superficiality inimical to sound work in college history. By opening a course on current events to those who already have some historical background, one can emphasize the continuity of history in a peculiarly valuable way. It is obvious to all, for instance, that new significance is given to almost every other course of history by a study of the Great War. The very absence of the possibility of accuracy and true proportion may be brought to emphasize the necessity for these virtues to the student *who has already been led to hold some proper appreciation of them.* The subject can thus be made to provide the requisites of a college history course, if presented to students who already have some background and some appreciation of historical values.

The study of current events open to all comers, carried on by lectures, or by reports upon this and that in the world today, has, no doubt, distinct informational value; but it has no place whatever (it seems to me) in the college history curriculum. It may be argued that it gives training in the use of the "suspended judgment," but the exercise of the suspended judgment has slight value — in my opinion — to the student who is utterly untrained in regard to the *formation* of historical judgments.

The consideration of my first point has led me to these conclusions. The second point relates to the place of current events in the existing history courses. The existence of the present as the outcome of the past is not a recent discovery. On the contrary, the operation of great permanent forces among conditions remote and different from our own has found at times much of its most stimulating interest from the very difference and novelty which former conditions produce. An overestimation of distinctly current topics in our existing history courses might rob them of some of their essential value. Wherever a current issue vivifies and clarifies the meaning and results of past development, it serves to vitalize and strengthen the course, but this, I feel, is keenly realized by history instructors who would indeed be lacking in intelligence if in these days they had missed the lesson of the continuity of history and the vital relations of the past with the present.

With these considerations in mind I should like to offer for discussion the tentative conclusions I have been led to form.

(1) That a course in current events may be made of great historical value if offered in the proper manner and place in the history curriculum.

(2) That an unrestricted, purely informational course in current events does not belong in the history department of a college.

(3) That history courses have distinct values of their own which must not be weakened by an undue intrusion of the present upon the period in question, although the events of the present may serve to vitalize special issues and illustrate the working of historical forces of development.

DISCUSSION LED BY

GEORGE E. BOYNTON

HEAD OF THE HISTORY DEPARTMENT, ERASMUS HALL HIGH SCHOOL, NEW YORK CITY

I know that among teachers of history who are hoping and working for good results from the use of current topics, there is a feeling that their subject does not yet hold the place it should in the hearts of their pupils; that although examinations may be passed and lessons learned, the subject does not grip the pupil like his science or some other subject which seems to him more real. History seems to many something finished a long time ago and not a real live thing.

When one thinks of the riches our subject has to offer — how it opens the door to the best that the library and the press can give, how it helps us to understand and appreciate the world in which we live, I say when one reflects upon these things, he feels that he is not living up to his opportunities if he cannot make his pupils see and feel the wonders of his subject.

One great object in the study of history is that we may know and appreciate this complex world of ours. Will these pages of the past seem more clear if we throw upon them the light of the present?

Our pedagogical highway is from the known to the unknown. Will the pupils' interest be vitalized if we approach the past by means of the present?

Will some terms of history which seem vague to the average pupil be made clear if we see the same topic developing from day to day in our very midst?

In striving for an answer to these questions, we must not forget that the curriculum is already overcrowded; that our work as it is, often seems superficial, so vast is the amount to be covered. Teachers, too, must not be unnecessarily burdened. All agree that the demands upon them made by the city and the state are increasing and any addition must prove its worth before its adoption.

It is a question, too, if any serious discussion of the present should not be postponed until the student has acquired a body of historical facts sufficient to help him understand the more complex life of today.

No one questions the value of illustrating the past by some references to the present, familiar to all, but to take time from the regular text and give to current topics of the day, is a departure open to doubt until its worth is made clear.

Some of our students in the library and debating societies discuss these modern topics with interest and profit. Is it worth while that the great body of students shall have this new interest or shall they wait until later in life?

We must not forget that with many this would mean no opportunity as they will not finish their course.

The problem is by no means easy. It is only by painstaking investigation that we shall find the solution. The laboratory is this busy, throbbing world of ours. The expense will be little beyond our time. As the students attempt to analyze and explain this new material, it will be interesting to see if, as some claim, they get a new vision of history, if the interest they develop in these discussions is carried over into the pages of history which represent the past. If I am teaching Oriental history, say, The Tigres Euphrates Valley, will the class show more life if we discuss first the present Russian campaign, the capture of Kut-el-Amara, etc.? If I am teaching the social reforms of Ancient History, will they seem more real if we have been talking about the prison reforms of Osborne, Widow's pensions, Compensation Act, Child Labor Law — recent current topics?

If we are working in our laboratory with some constitutional convention like that at Saratoga last summer, will it make the meaning of a constitution more clear?

Will the explanations in our civics be better understood if we watch the growth and work of the convention to nominate the

President, if we read the results of the election comparing the popular vote with the electoral vote?

Will Diplomacy or Foreign Relations take on a new meaning if we watch together through the weekly press the unfolding of our relations with other nations as we have done for the past year with Germany?

Then, too, it will be fair to ask ourselves if these discussions seem to react upon the students in the nature of giving them higher ideals. Does their sense of justice grow more keen? Is "graft" a thing they grow to condemn?

This is surely a field of investigation for us. It is definite and full of promise. We must do our part and tabulate the results. Any discovery which would make teachers more efficient in their efforts to make good citizens would certainly be well worth while.

The results of my own experience in Erasmus Hall can be quickly told. After three years of experiments in this labratory I should answer these questions in the affirmative. My faith would not be equal to that expressed in Dr. Wolfson's paper, but we have come to look forward with interest to our monthly "Review of Reviews," and I am sure we would agree that the pages of the text-book have taken on new meaning, while the interest in the world about us has assumed a vitality delightful to see.

CONSTITUTION

Article I. Name and Purpose

This Association shall be known as the "Association of History Teachers of the Middle States and Maryland." Its purpose shall be two-fold: first, to advance the study and teaching of history and government through discussion and publication and, secondly, to promote personal acquaintance among teachers and students of history.

Article II. Membership

Any one interested in the study or teaching of history in the Middle States and Maryland shall be eligible to membership. Application for membership shall be accepted or rejected by a vote of the Council at its meeting next following the receipt of such application.

Article III. Officers

The officers shall be a president, a vice-president, a secretary (who shall also act as treasurer), and a council, consisting of the foregoing officers, two members elected by the Association, the ex-presidents of the Association, and one delegate from each local conference recognized by the Association. These officers, except the delegates and ex-presidents, shall be elected by ballot at each regular Spring meeting of the Association. In the Council shall be vested the general direction of the affairs of the Association.

Article IV. Meetings

The annual meetings of the Association shall be held at the time and place annually designated by the Council.

Article V. Annual Dues

The membership fee shall be $1.00, payable at the time of the annual meeting.

Article VI. Amendments

This Constitution may be amended at any regular meeting by a two-thirds vote of those present, notice of the proposed amendment having been given at the call for the meeting.

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